

School Report Card - Shrewsbury Sr High

Shrewsbury Sr High (02710505)

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Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2003 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

Mission Statement:

The Shrewsbury High School community provides challenging, diverse learning opportunities, promotes creativity and independent thinking, and empowers students to become capable, caring, and active contributors to the world in which they live.

Enrollment - 2004			
	School	District	State
Race/Ethnicity			
African American	2.7 %	2.1 %	8.8 %
Asian	9.5 %	10.7 %	4.7 %
Hispanic	1.8 %	2.6 %	11.5 %
Native American	0.1 %	0.3 %	0.3 %
White	86.1 %	84.3 %	74.6 %
Gender			
Male	47.4 %	50.4 %	51.5 %
Female	52.6 %	49.6 %	48.5 %
Selected Population Enrollment			
Limited English Proficiency	0.8 %	1.3 %	5.0 %
Low-income	5.2 %	7.0 %	27.1 %
Special Education	14.9 %	13.8 %	15.6 %
Migrant	0.0 %	0.0 %	0.2 %
TOTAL COUNT	1,312	5,562	980,842

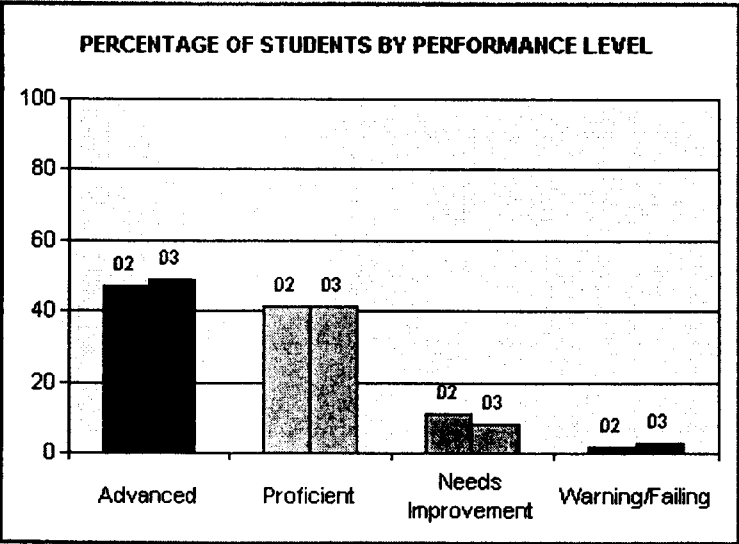
Grades Offered: 09, 10, 11, 12, 13

Percent of teachers licensed: 97.58%

Percent of teachers in core academic subject areas who are Highly Qualified: 96.89%

School Report Card - Shrewsbury Sr High
Grade 10 - English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	49	100	4	57	24	14
Limited English Proficient	3	100				
GENDER						
Female	173	100	53	39	7	1
Male	139	100	45	45	9	1
RACE/ETHNICITY						
African American/Black	2	100				
Asian or Pacific Islander	27	100	74	22	4	
Hispanic	4	100				
White	283	100	47	43	8	2
LOW INCOME	17	100	29	35	24	12
ALL STUDENTS						
2003	316	100	49	41	8	3
2002	288	98	47	41	11	2
DISTRICT						
2003	322	100	48	40	8	3
2002	289	97	46	40	11	2
STATE						
2003	69607	99	20	40	28	12
2002	65669	96	20	40	27	13
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

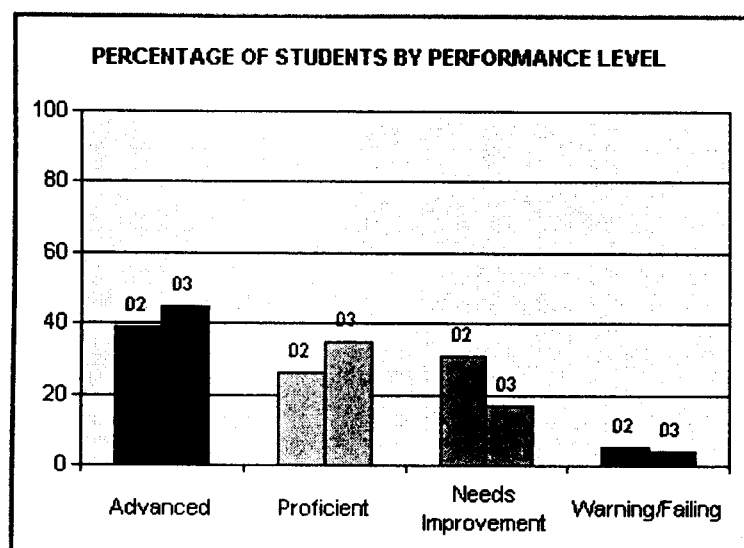


School Report Card - Shrewsbury Sr High

Grade 10 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	49	100	10	47	24	18
Limited English Proficient	3	100				
GENDER						
Female	175	100	41	35	21	3
Male	140	100	51	35	12	1
RACE/ETHNICITY						
African American/Black	3	100				
Asian or Pacific Islander	28	100	75	21	4	
Hispanic	4	100				
White	284	100	43	36	18	4
LOW INCOME	17	100	18	47	24	12
ALL STUDENTS						
2003	319	100	45	35	17	4
2002	288	98	39	26	31	5
DISTRICT						
2003	327	100	44	34	17	6
2002	290	98	39	26	31	5
STATE						
2003	70263	100	24	27	28	21
2002	66674	97	20	24	31	25

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



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Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS												
Student Group	Participation				Performance			Improvement		CD Attainment		AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	316	316	100	Yes	311	96.0	Yes	2.8	Yes	97	Yes	Yes
Lim. English Prof.	3	3	-	-	3	-	-	-	-	-	-	-
Spec. Ed.	49	49	100	Yes	48	81.3	Yes	6.6	Yes	85	Yes	Yes
Free Lunch	17	17	-	-	16	-	-	-	-	-	-	-
Afr. Amer./ Black	2	2	-	-	2	-	-	-	-	-	-	-
Asian or Pacif. Isl.	27	27	100	Yes	27	99.1	Yes	3.3	Yes	100	Yes	Yes
Hispanic	4	4	-	-	4	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-
White	283	283	100	Yes	278	96.5	Yes	3.0	Yes	97	Yes	Yes

MATHEMATICS												
Student Group	Participation				Performance			Improvement		CD Attainment		AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	319	319	100	Yes	312	92.0	Yes	4.7	Yes	97	Yes	Yes
Lim. English Prof.	3	3	-	-	3	-	-	-	-	-	-	-
Spec. Ed.	49	49	100	Yes	48	76.0	Yes	5.5	Yes	85	Yes	Yes
Free Lunch	17	17	-	-	16	-	-	-	-	-	-	-
Afr. Amer./ Black	3	3	-	-	2	-	-	-	-	-	-	-
Asian or Pacif. Isl.	28	28	100	Yes	28	99.1	Yes	2.7	Yes	100	Yes	Yes
Hispanic	4	4	-	-	4	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-
White	284	284	100	Yes	278	91.9	Yes	4.3	Yes	97	Yes	Yes

Adequate Yearly Progress History										
	English Language Arts					Mathematics				
School	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
All subgroups	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	Yes

Data Definitions

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Limited English Proficient:

Defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Low Income:

An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Migrant:

An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percent of core academic classes taught by highly-qualified teachers:

The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Performance Level Definitions (MCAS):

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Special Education:

Students who have an individualized Education Plan (IEP).

Adequate Yearly Progress Performance:

A determination of whether a school/district has made "adequate yearly progress". Detailed information on the AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/sprp/cycleIII/>.